

# 2024 Annual Report to the School Community

School Name: Huntingdale Primary School (4716)



ハンティングデール小学校  
HUNTINGDALE PRIMARY SCHOOL

- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 March 2025 at 04:01 PM by Anthony Rowe (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 24 March 2025 at 11:32 AM by Anthony Rowe (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Huntingdale Primary School is in South Oakleigh, 20km from Melbourne in the south eastern suburbs. Huntingdale Primary School's vision is to be a lighthouse school for language acquisition by providing a quality Japanese English bilingual education.

Our vision encapsulates:

- Providing a 'language journey' that begins with building links with our local kindergarten, followed by a primary schooling experience which promotes, celebrates and teaches multi-lingualism through local, state and international partnerships, opening the wider community to language learning and continuing this journey into secondary schooling.
- Showcasing diversity through languages, The Arts, Physical Education, festivals, celebrations and community engagement.
- Promoting and teaching sustainability
- Driving innovation through STEM, ICT and multimedia and enabling our students to connect to the broader world.

Our school values of Kindness, Courage, Personal Best and Creativity are integrated in all aspects of learning. In 2024 Huntingdale Primary School had 414 students who reside locally or from surrounding suburbs. 59% of students identify as having English as an Additional Language (EAL) and originate from over 31 cultural groups. Our student population includes 12 international students and 16 students on the Program for Students with a Disability. Our families generally identify as residing from medium to high socio-economic and educational circumstances. The school has 17 straight classes- 9 junior grades (3 classes each in Foundation Year 1 and 2), 4 middle school grades (2 classes in each 3-4 year level) and 4 senior classes- (2 classes in each in Years 5-6).

Our workforce comprised of the Principal, Assistant Principal, Literacy Learning Specialist, 11 English Classroom Teachers, (specialist, extension) 0.8 English as an Addition Language Teacher, 11 Japanese Teachers (Classroom, specialist roles and Numeracy Tutoring), ES Office Staff- 1 Office Manager, 1 Business Manager and a part time Assistant Business Manager, 12 ES Teaching Assistants and a Chaplain 2 days a week. In 2024, our 50/50 bilingual teaching structure was implemented in the F-6 years with 12.5 hours of the curriculum taught in Japanese (Reading & Viewing, Writing, Speaking & Listening, Performing Arts, Music and Mathematics) and the other 12.5 hours taught in English (Reading & Viewing, Writing, Speaking & Listening, Inquiry-Humanities/Science, Physical Education and Visual Arts). Student Wellbeing is taught in both languages throughout the whole school.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2024, learning at Huntingdale Primary School focused on extending student learning and supporting students through scaffolding the work, with a strong focus on numeracy. The school continued to consolidate its approach to teaching mathematics in Japanese by meeting student's individual needs to improve learning growth.

Targeted teaching in writing was a focus, implementing literacy support for identified students. The school continued with the Tutor Learning Initiative supporting students who were behind the expected level in literacy and numeracy in Years 2-4 and students identified as 'needs additional support' from 2023 NAPLAN. This was supported by an improved level of communication between tutors and teachers.

Throughout the year, teachers were coached by a numeracy learning specialist focussing on explicit teaching and using data walls to teach to the next level. A differentiated numeracy program was co-created based on student needs backed up by an improved understanding of the Victorian Curriculum in Number and Algebra.

Our NAPLAN numeracy data reflected the high quality of this work with Year 3 and 5 students matching students at similar schools in the exceeding or strong category, equalling 86%. Of particular note was our Year 5 students exceeding the similar schools 2-year average in the top 2 proficiencies, 91.3% compared to 89.9%.

School improvement teams devised meaningful inquiry cycles that targeted literacy. The school engaged with department experts to lead professional learning in writing for all staff. Writing programs were based on the various needs of students and individual learning goals were created to support student understanding with next steps in their learning.

NAPLAN writing data was very pleasing achieving our 2024 targets in the strong and exceeding category for our Year 3 and 5 students. Year 3 students increased from 21% in 2023, to 24% in 2024. Year 5 students increased from 16% in 2023 to 29% in 2024.

Student learning data reflected the effectiveness of these strategies and initiatives. Students in F-6 reported an increase in above age expected level for number and algebra, increasing from 31% in 2023, to 35% in 2024.

## Wellbeing

To support student wellbeing, Huntingdale Primary School continued to engage with external providers to enhance wellbeing across the school. The school engaged with allied health specialists to support students' needs and the PSD funding model. Better Place Australia, Psychs in Schools and a Chaplaincy service was engaged to support students who were identified as vulnerable. A school Wellbeing Leader, Assistant Principal and Educational Support Wellbeing Leader helped oversee and manage the implementation of Tier 2 supports and engaged in professional learning with staff to support teacher-student relationships and practical teaching strategies. Student Individual Learning Plans and Student Support Groups were facilitated with families and school leaders on a termly basis to offer a range of school supports.

As part of our teaching of wellbeing in 2024, Huntingdale Primary School concentrated on embedding the Resilience, Rights and Respectful Relationships (RRR) program across the school. All year levels participated in our school's Creating Our Learning Community program (COLC) which is closely linked to our school values and Play is the Way Virtues. The wellbeing team continued to support inquiry goals by visiting teams and coaching staff during workshops. Other survey factors to note include: an increase in perseverance (81%), and student confidence (84%), while emotional awareness and regulation was higher than network and similar schools, 80% positive endorsement compared to 75% both above similar and network schools.

As part of our commitment to wellbeing in our school community, Huntingdale Primary School engaged a renowned neuropsychologist, Maria Ruberto, to run an information session about supporting children through tough emotions and anxiety. This session was attended by 40 families and was positively received by the community, with several requests for future parent sessions in 2025. The wellbeing team also ran a wellbeing session for families during Parents as Partners Night, inviting parents and children to engage together in positive wellbeing practices.

## Engagement

Huntingdale Primary School continued with its strong focus on the continuity of learning and attendance throughout 2024. We embedded a whole-school approach to monitoring absences, with admin staff, principal class and classroom teachers regularly checking in with students, analysing data and contacting home if there were concerns. Attendance plans were created by the assistant principal and followed up with a parent meeting. Office staff followed up with unexplained absences and punctuality. The principal promoted the importance of attendance through the newsletter, released school attendance data to the community and identified vulnerable students to target.

Such strategies supported the improvement of student attendance at the school. Students with 20-29.5 absent days in 2023 decreased from 4% to 2% in 2024. We continued to see a decrease in students with more than 30 days absent. Decreasing from 6 students to 3 students in 2024. The school's absence data continued to remain lower than similar and network schools with 42% of our students having an attendance rate of 95%+ compared to 32% in similar and network schools. The Attitudes to School Survey reported that 90% of our students reported a positive endorsement

to attendance in 2024. The school's 4-year average of 13.6 absence days per student is lower than similar schools.

Huntingdale Primary School continued our focus on student transitions in 2024. The school pathway team supported the smooth transition of students into secondary school through a simulated year 7 day and the ongoing support of the Oakleigh Education Plan. The school principal and OEP transition coordinator met with local schools each term to discuss, observe and implement best practices across the school to support the transition of students. The school's student survey data indicated a 91% positive endorsement towards school transitions.

Huntingdale Primary School prides itself on the high level of wellbeing support that we offer students. In 2024, we continued to offer a vast range of lunchtime and extra-curricular clubs to support the various interests and skills of students and further improve the connection to school. Such clubs included: Ukele, Yoga, DnD, Lego Therapy, Crochet and Junior and Senior Choir. According to the 2024 Attitudes to School Survey, 80% of Year 4-6 students reported a positive attitude to their connection to school.

## Other highlights from the school year

Huntingdale Primary School held many exciting events throughout the year to support the connection with the community and celebrate it's rich history. Of particular note was the school's 70th Birthday in November. This provided former and current students and teachers a chance to reflect upon the school's history, while reminiscing with past classmates. School students performed the Ukulele and Taiko drums, special guests and former staff were welcomed by the school and everyone that attended enjoyed a variety of food, stalls and photos.

The school had three camps in 2024, with Year 3-6 students going to Sunnystones in Merrimu Victoria.

The school also installed a new playground in Term 3 much to the student's delight. Funding for the playground was supported by the school and Watashi Mo (parent group).

Huntingdale Primary School reengaged with its sister school Kuramochi Primary School in Mie, Japan. The first time since 2019. Students and teachers travelled to Japan on a learning exchange, sightseeing in Kyoto, Osaka and Tokyo. Students experienced a traditional Ryokan (Japanese Inn) and visited Kuramochi Elementary School where they worked closely with Japanese students of similar age, participating in Japanese cultural activities and exchanging gifts, language and experiences.

## Financial performance

Huntingdale Primary School ended the year with an amount of \$361,899 in our Bank account as of December 31st, 2024. Of those funds, \$168,000 were School Saving Bonus funds deposited in our bank account by State Government in mid-November, \$105,098 were school Operating Reserve, \$14,803 in the Building Fund and \$17,559 in the Library Fund.

In 2024 the school collected 94% of the Revenue Budget (Budget \$1,108,675 – Actual \$1,045,229) and spent only 85% of the Expenditure Budget (Budget \$1,253,563 – Actual \$1,064,714)

In 2024, the school significantly invested in infrastructure development, including a new playground, servicing air conditioners, new amenities in the hall and upgrades to computers and devices for students. We also repainted the internal walls of the Hall, the whole of the Art room building and the windows of the Ex-Library Building for \$25,000.

The school continued to invest in its learning programs; SeeSaw, Mathletics, Essential Assessment, totalling \$44,246.

Last year the school continued to significantly invest in teaching and support staff as part of the Student Resource Package. This included extra education support staff and the creation of a part time wellbeing leader.

The total funds available to the school at the end of the year remains strong and allows the school to fund future infrastructure projects.

**For more detailed information regarding our school please visit our website at  
<https://huntingdaleps.vic.edu.au/>**



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 409 students were enrolled at this school in 2024, 200 female and 208 male.

60 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

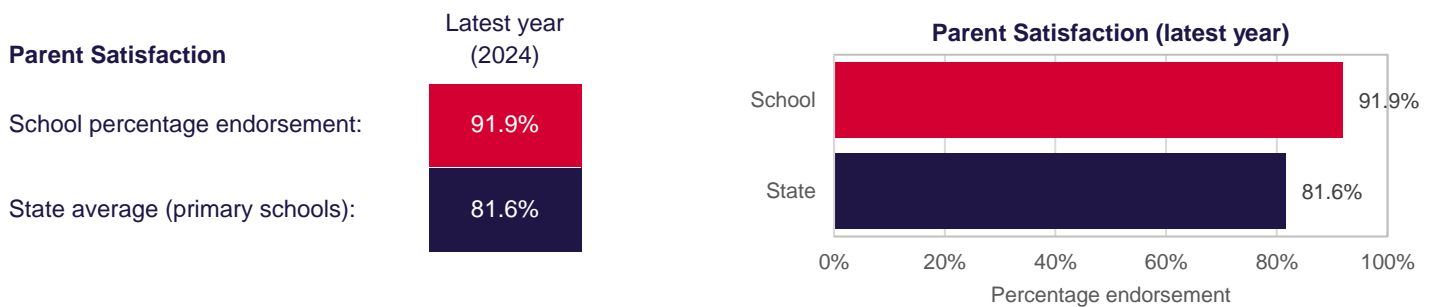
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

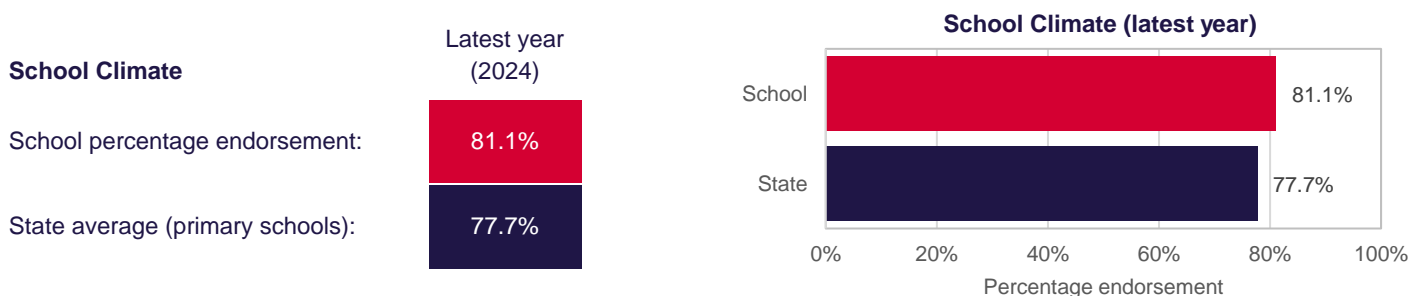


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

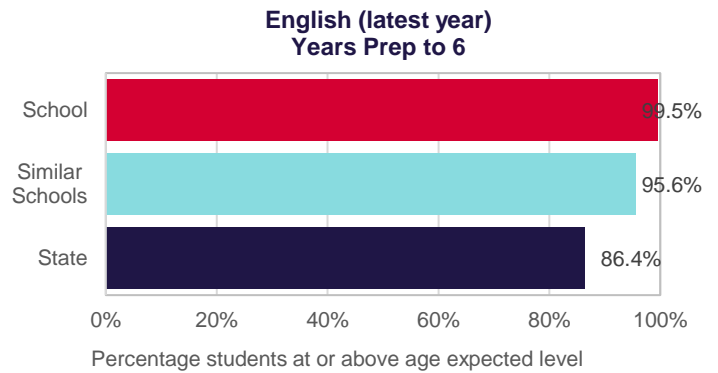
99.5%

Similar Schools average:

95.6%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

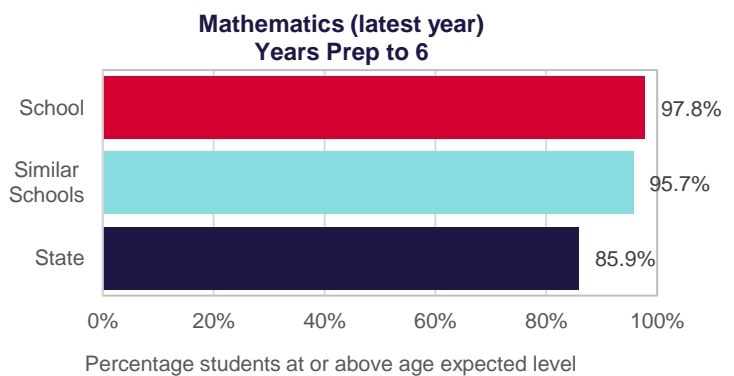
97.8%

Similar Schools average:

95.7%

State average:

85.9%



## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

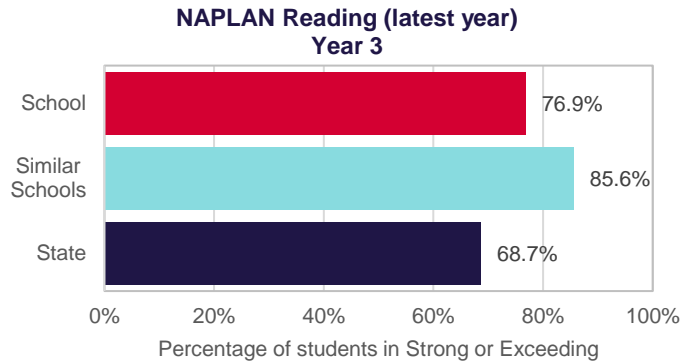
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

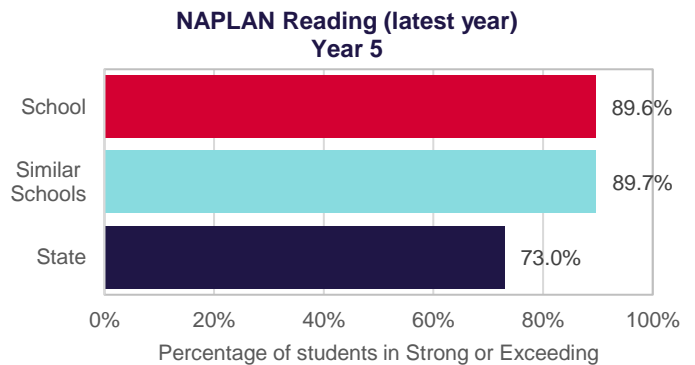
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.9%	82.2%
Similar Schools average:	85.6%	86.9%
State average:	68.7%	69.2%



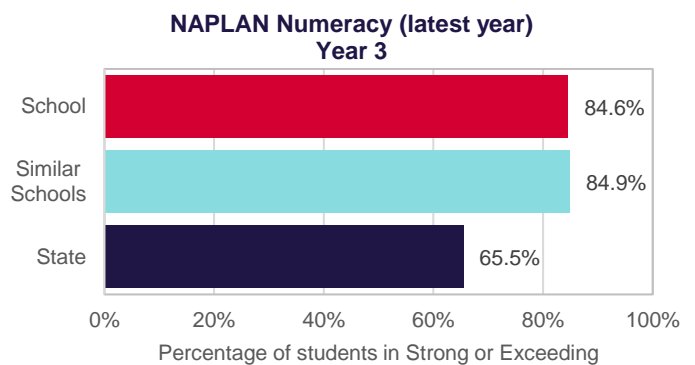
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.6%	91.3%
Similar Schools average:	89.7%	90.5%
State average:	73.0%	75.0%



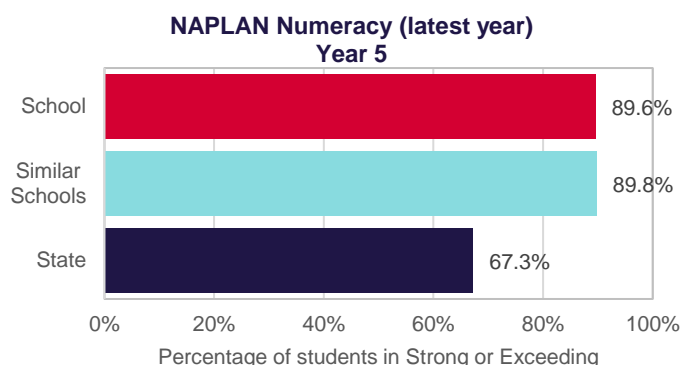
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.6%	86.0%
Similar Schools average:	84.9%	86.2%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.6%	91.3%
Similar Schools average:	89.8%	89.9%
State average:	67.3%	67.6%



## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

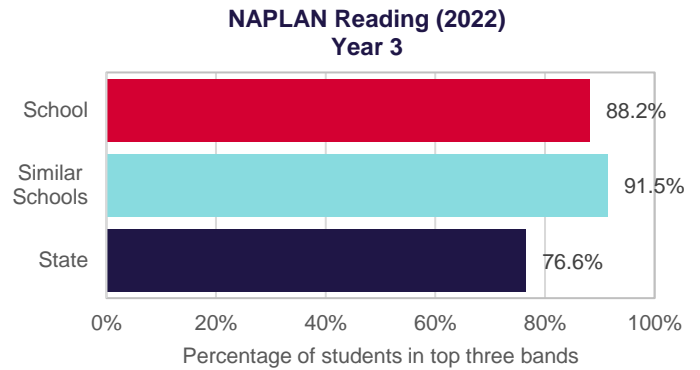
88.2%

Similar Schools average:

91.5%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

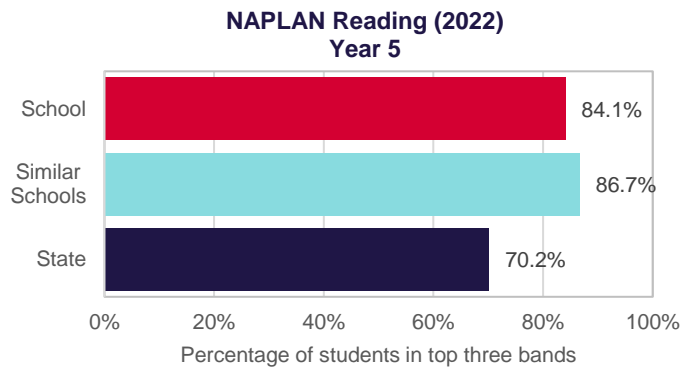
84.1%

Similar Schools average:

86.7%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

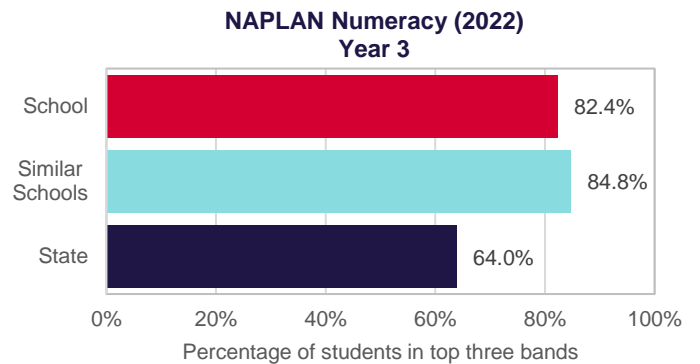
82.4%

Similar Schools average:

84.8%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

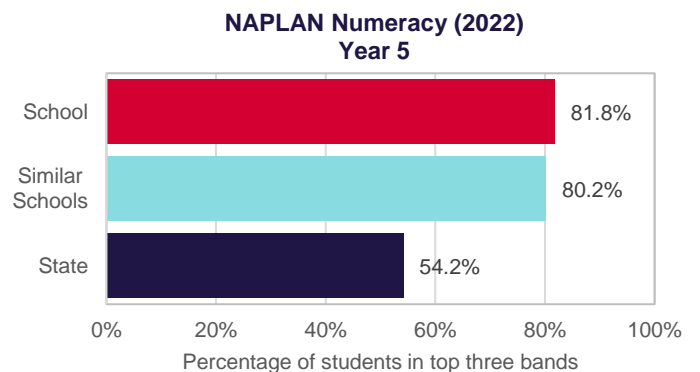
81.8%

Similar Schools average:

80.2%

State average:

54.2%



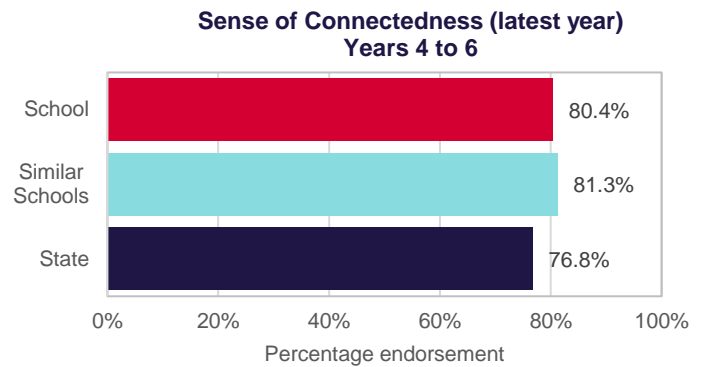
## WELLBEING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

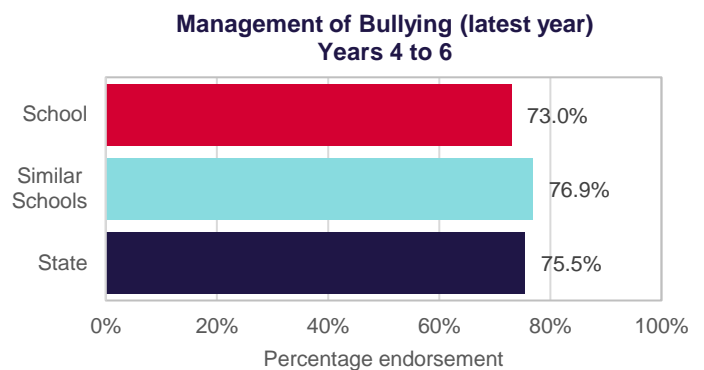
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	80.4%	80.0%
Similar Schools average:	81.3%	82.4%
State average:	76.8%	77.9%



### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	73.0%	73.5%
Similar Schools average:	76.9%	78.1%
State average:	75.5%	76.3%



## ENGAGEMENT

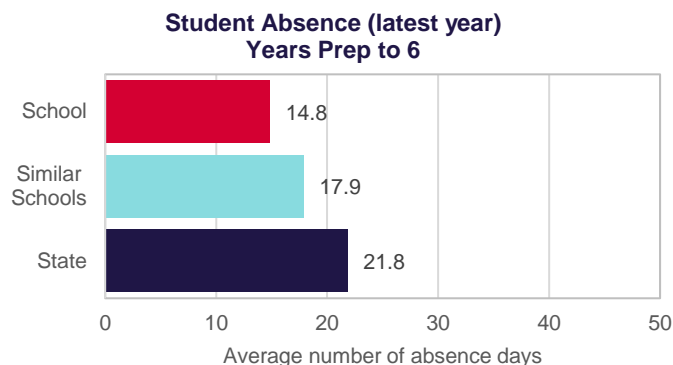
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	14.8	13.6
Similar Schools average:	17.9	15.6
State average:	21.8	20.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	92%	93%	92%	92%	94%	92%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,343,925
Government Provided DET Grants	\$616,973
Government Grants Commonwealth	\$947
Government Grants State	\$8,850
Revenue Other	\$23,452
Locally Raised Funds	\$416,976
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,411,123</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,948
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,948</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,225,459
Adjustments	\$0
Books & Publications	\$9,515
Camps/Excursions/Activities	\$232,132
Communication Costs	\$2,886
Consumables	\$107,859
Miscellaneous Expense <sup>3</sup>	\$18,095
Professional Development	\$20,639
Equipment/Maintenance/Hire	\$58,010
Property Services	\$175,454
Salaries & Allowances <sup>4</sup>	\$273,455
Support Services	\$111,672
Trading & Fundraising	\$12,446
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,463
<b>Total Operating Expenditure</b>	<b>\$5,270,085</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$141,038</b>
<b>Asset Acquisitions</b>	<b>\$104,735</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$324,937
Official Account	\$4,600
Other Accounts	\$32,363
<b>Total Funds Available</b>	<b>\$361,899</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$174,925
Other Recurrent Expenditure	\$4,104
Provision Accounts	\$0
Funds Received in Advance	\$3,168
School Based Programs	\$44,246
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$107,785
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$369,228</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

